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ABSTRACT

Designed to reflect the current times, this book intends to help teachers be more effective, more knowledgeable, more creative, more accountable, and more aware of the cultural mix of children in the classroom--in short, to be better teachers. Based on sound research and psychological principles, the text emphasizes the interrelatedness of the language arts, focusing on language arts as thinking processes and on students as active consumers of information. Each of the 17 chapters begins with a scenario, key questions, and key terms. Throughout each chapter, there are various scenarios to illustrate the concepts presented. At the end of every chapter is a summary and a list of key concepts, and each subject matter chapter also contains sample lesson plans and diagnostic checklists. Part 1 (Chapters 1-3) outlines the foundation on which a language arts program should be built and deals with the role of the teacher and classroom management. Part 2 (Chapters 4-14) contains the subject matter of the language arts and discusses both the development and implementation of skills and strategies. Part 3 (Chapters 15-17) continues to deal with those factors that enhance the teaching/learning situation. This part of the book discusses various organizational patterns, stressing both techniques for individualizing instruction and the impact of computers in the language arts classroom. In addition, Part 3 presents information on the characteristics of children with special needs, with particular emphasis on at-risk, slow-learning, and gifted children. The book concludes with a glossary of relevant education terms and a section on classroom bookbinding. (NKA)

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